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**2003-2004 No Child Left Behind—Blue Ribbon Schools Program**  
**Cover Sheet**Name of Principal **Mrs. Jane C. Sierra**Official School Name **Eagle Rock Elementary**School Mailing Address **2057 Fair Park AV**

<u><b>Los Angeles</b></u>	<u><b>California</b></u>	<u><b>90041-1918</b></u>
City	State	Zip Code

Tel. ( **323** ) **254-6851** Fax ( **323** ) **344-9720**Website/URL [www.lausd.k12.ca.us/Eagle\\_Rock\\_EL](http://www.lausd.k12.ca.us/Eagle_Rock_EL) E-mail **jsierra@lausd.k12.ca.us**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* **Gov. Roy Romer**District Name **Los Angeles Unified School District** Telephone **(213) 214-7000**

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson **Mr. Jose Huizar**

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 432 Elementary schools  
77 Middle schools  
0 Junior high schools  
60 High schools  
144 Other (Briefly explain)\*

\*Multilevel, Magnet, Continuation H.S., Special Ed., Community Day, Opportunity H.S., Community Adult

713 TOTAL

2. District Per Pupil Expenditure: \$6,533.00

Average State Per Pupil Expenditure: 6,770.00

### SCHOOL (To be completed by all schools)

**\*\*Please note that our statistics include two magnet schools on our campus. We have 53, 3<sup>rd</sup> – 6<sup>th</sup> graders in the Gifted/High Ability Magnet and 27, 2<sup>nd</sup> - 6<sup>th</sup> grade students in the Highly Gifted Magnet. We have incorporated the data wherever possible.**

3. Category that best describes the area where the school is located:

- ☒ [ X ] Urban or large central city  
☐ [ ] Suburban school with characteristics typical of an urban area  
☐ [ ] Suburban  
☐ [ ] Small city or town in a rural area  
☐ [ ] Rural

4. 5 yrs. Number of years the principal has been in her/his position at this school.  
 Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	57	38	95		7			
1	65	63	128		8			
2	68	54	122		9			
3	82	77	159		10			
4	99	68	167		11			
5	100	104	204		12			
6	86	77	163		Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					1038

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>15.9</u> | % White                          |
| <u>2.0</u>  | % Black or African American      |
| <u>53.2</u> | % Hispanic or Latino             |
| <u>27.9</u> | % Asian/Pacific Islander         |
| <u>1.0</u>  | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

7. Student turnover, or mobility rate, during the past year: 11.34%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	63
(2)	Number of students who transferred from the school after October 1 until the end of the year.	57
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	120
(4)	Total number of students in the school as of October 1	1058
(5)	Subtotal in row (3) divided by total in row (4)	.1134
(6)	Amount in row (5) multiplied by 100	11.34%

8. Limited English Proficient students in the school: 21 %  
221 Total Number Limited English Proficient

Number of languages represented: 19

Specify languages: Armenian .6%, Bengali .2%, Cantonese 1.1%, English 58%, Farsi .2%, Gujarati .1%, Ilocano .2%, Korean 1.7%, Lahu .1%, Mandarin .4%, Other Chinese .1%, Other Philippine .1%, Tagalog 10.8%, Russian .2, Spanish 25%, Swedish .1%, Thai .6%, Vietnamese .4%, Visayan .1%.

9. Students eligible for free/reduced-priced meals: 54 %  
567 Total Number Students Who Qualify
10. Students receiving special education services: 11.6 %  
123 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>13</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>4</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>70</u> Specific Learning Disability
<u>3</u> Hearing Impairment	<u>14</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>7</u> Emotionally Disturbed*	<u>5</u> Developmentally Delayed*

*\*additional special education eligibility categories serviced at our school*

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>49</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>21</u>	<u>5</u>
Support staff	<u>7</u>	<u>15</u>
Total number	<u>80</u>	<u>21</u>

12. Average school student-“classroom teacher” ratio: 21.5:1

13. Show the attendance patterns of teachers and students as a percentage.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.26	95.85	95.79	95.54	95.58
Daily teacher attendance	93.4%	93.6%	95.4%	97.3%	96%
Teacher turnover rate	5.8%	18%	15%	17%	18%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. (High Schools Only) Show what the students who graduated in Spring 2003 are doing as of September 2003. **Not Applicable**

## **PART III - SUMMARY**

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.**

Eagle Rock Elementary School is a large Title I school with close to 1100 students in Pre-K through 6th grade located approximately 10 minutes from downtown Los Angeles. The original building dates back to 1917 and many of our students have parents and grandparents who attended this school in years past. We are very proud of the fact that our school is extremely diverse. Ethnically, our largest population is Hispanic with a "United Nations" of ethnicities among the remainder of the students. We are also diverse in our abilities. We have a large special needs population with students who have learning disabilities, mental retardation, autism, emotional disturbance and a range of other disabilities. We have English Language Learners, English only students, economically disadvantaged students, students with average intelligence and a strong gifted program including approximately 27 highly gifted students who have been identified with an I.Q. of 145 or higher. Our campus houses two small magnet programs which consist of 53 gifted/high ability students and the 27 highly gifted students. We are diverse in our interests. We have a number of teachers who have taken courses in oceanography, one class even sails the high seas in the "Tall Ships Program". We have a computer lab and all students have access to computers not only in the lab, but also in every classroom. In addition, we are a Prototype School in the Arts. On a rotating basis, our students get 12 weeks of visual arts, 12 weeks of theatre arts and 12 weeks of dance. All primary grade students have vocal music one day per week and upper grade students may participate in orchestra. Currently, we have 125 students in our orchestra, making it the largest in the Los Angeles Unified School District. All fourth grade students have dance every week through the California Dance Institute, which has fashioned its program after the famous National Dance Institute Program in New York, founded by Jacques D'Amboise to introduce the Arts to inner city children.

Our Nutrition Program is very important to the success of our disadvantaged students. We are currently part of a pilot program which offers all students a "second chance" breakfast during the morning recess time. Students who arrive late to school in the morning or who are not ready to eat before school have a "second chance" to eat breakfast.

Many parents are involved in our PTA, which raises funds to support our arts program, including the Los Angeles Philharmonic in Residency Program, computer lab, and offsite experiential learning excursions.

We also have weekly vocal music for our upper grade students provided by the Santa Cecilia Choir. Both Santa Cecilia and the California Dance Institute provide weekly after school sessions for students with a keen interest and talent in dance or vocal music.

A few short blocks from Eagle Rock Elementary school is the campus of Occidental College. We have been "adopted" by Occidental and are developing a relationship with certain departments of the school. Occidental student teachers observe at our school and often do their student teaching practicum here. Several Occidental professors send their children to our school and one Theatre Arts professor has developed a drama workshop class in which his university students earn credit for conducting drama workshops with our teachers and students.

We also have a corporate adopter from our community, Nestle USA Corp., which provides us with employee volunteers who are pen pals to our fourth graders, a special, educational trip for our culminating sixth graders, funds to help support our library and *Reading is Fundamental* (RIF) book distributions.

Eagle Rock Elementary has established a “Culture of Excellence” which insures high expectations and standards for all students and teachers. This is achieved through professional collaboration at and across grade levels. Instruction is differentiated for special needs, English Learners, educationally disadvantaged and to challenge our gifted and highly gifted students.

Our school vision states that, “The staff, parents and community at Eagle Rock Elementary School...are involved in creating and committed to implementing an instructional program that provides a positive nurturing climate which stimulates maximum academic and social growth, inspires appreciation and respect for diversity and empowers all children to participate successfully in a changing society.”

## PART IV – INDICATORS OF ACADEMIC SUCCESS

### 1. Describe in one page the meaning of the school’s assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Eagle Rock Elementary School uses a variety of assessment tools. The results of our assessments highlight areas of strength and weakness and drive our instructional program. In 1999 the State of California passed the Public Schools Accountability Act, which included a component called the Academic Performance Index (API). This is a numeric score between 200 and 1000 that reflects a school’s performance on a nationally normed test, originally Stanford 9 and currently is the California Achievement Test or CAT6, which is given annually in California to grades 2 – 11. Other performance indicators, the California Standards Test and attendance rates are factored in and schools receive scores between 200 and 1000, in addition, there is a ranking of 1 to 10, lowest to highest, that compares schools statewide and also to schools of similar demographic characteristics. An API score of 800 is the growth target for all schools in the state. This year Eagle Rock Elementary reached an API score of 806, which exceeds this target, all subgroups showed significant growth and a state ranking of 8, similar schools ranking of 10. According to the guidelines of *No Child Left Behind* we have met the criteria for Annual Yearly Progress (AYP). The following is a “snapshot” of the API growth at Eagle Rock over the last three years:

2000 – 01	2001 – 02	2002 - 03
API 755	API 765	API 806
Growth +37	Growth +12*	Growth +41

Numerically significant subgroups growth & API:

Filipino	+22	791	+46	837*	+34	855*
Hispanic	+56	698	+4	702	+51	757*
White	+25	835	+21	851*	+21	867*
Disadvantaged	+38	688	+21	711*	+36	747

\*Some scores were adjusted midyear accounting for the discrepancy in growth numbers

The Stanford 9 and CAT6 norm-referenced tests provide content cluster reports for teachers indicating specific areas of strength and weakness on the test and the numbers of students who fell in those categories. For example, if a teacher sees that under the category of “Mechanics” a large number of students scored below average in “Capitalization” this would indicate that the teacher needs to examine the instructional time and delivery for that area. Students taking these tests are compared to other students in the same grade across the nation, at their own school and within their own classroom.

California has established rigorous state content standards and the STAR (Standardized Testing and

Reporting program) has been phasing in more questions that are criterion referenced to the California State Standards for reading, language arts, mathematics, and in 5th grade, science. Since our curriculum and instruction follow these rigorous standards, we feel that this is a more accurate assessment of what our students have learned over the course of a year. Now instruction and assessments are aligned to the standards.

The Los Angeles Unified School District has adopted the *Open Court Reading Program* across the district. This program has assessments approximately every 6 weeks in fluency, vocabulary, spelling, skills, comprehension and writing. Our literacy coach facilitates the analysis of this data through assisting teachers in the ongoing development of “action plans”. These plans address the academic needs of students. Students who score “intensive”, significantly below on *Open Court Reading* assessment benchmark for grade level, receive daily remediation. Students who are considered “strategic”, close to meeting benchmark, also receive pre-teaching and re-teaching. Our “benchmark” students are considered at grade level and our “challenge”, students who are testing at the highest level, are given advanced studies.

Our Harcourt Brace and McDougal-Littell Math Programs also have quarterly assessments schoolwide. Results are scored and can be analyzed by the math coach and teacher to determine future emphasis of instruction. All of these programs are aligned to the California State Content Standards.

Currently all special education students are being tested with the same standardized tests as their age appropriate peers. Only the most severely disabled of our students are exempt from this. Last year we had only two students who took the alternative assessment CAPA, California Alternative Performance Assessment.

**2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Teachers meet one-to-one with administrators and literacy and math coaches and as colleagues at grade level meetings to discuss the data they have received from Stanford 9, CAT6, California Standards Test or publishers’ unit assessments. With standardized test results, teachers can identify content areas in which their students consistently had difficulty. Working as a team, teachers will analyze this data to improve instruction. Our literacy coach and math coach work closely with teachers to examine the results of the unit assessments. Students are identified as “intensive”, “strategic”, or “benchmark” and then an action plan is developed to address their individual needs. Teachers have daily Independent Work Time (IWT) during which the teacher works with small groups for remediation or challenge those who are at benchmark. Our special education Resource Specialist Teachers support classes which contain clusters of students with learning disabilities. They and their assistants use IWT to pre-teach or re-teach concepts that are difficult for these students. Teachers who have concerns about a student’s performance on assessments or on classroom assignments may refer the student to our Student Success Team which meets twice a week. The team consists of teachers, the school psychologist, nurse, administrators and the student’s parents to determine effective strategies and/or modifications that may help the student succeed.

Standardized test scores along with other forms of assessment results enable us to pinpoint students who need intervention classes. We have traditionally provided intervention classes after school in the Fall, on 6 consecutive Saturdays, in the Spring and during 4 to 6 week sessions in the Summer. Students whose standardized testing data indicates “Below Basic” or “Far Below Basic”, those with a rubric score of “1” (not proficient at grade level standards) in Reading and/or Math on their report card receive this additional assistance, as well as, students who are in the “intensive” group on unit tests.

Special Education students are regularly assessed with individual assessments such as the Kaufman Test of Educational Achievement, Woodcock Johnson Version 3 or the Brigance Achievement Test and the



goals on their Individual Education Plans (IEPs) are adjusted accordingly.

English Language Learners are held to the ELL standards for making adequate progress in advancing at least one English Language Development level per school year. They do take the above-mentioned assessments along with our other students but rubric scoring is based on the ELL standards. English as a Second Language instruction is given every day although all of our ELL students are in a Structured English Immersion Program.

**3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

The standardized test report is mailed home to every parent, usually during the summer. This report shows their child's results on each of the subtests and then interprets for the parent how their child performed in comparison to other students in the same grade, across the nation. In the Fall our teachers have parent conferences to discuss results with all parents and to help them understand what these results mean for their child. Translation is provided for non-English speaking parents wherever possible. Teachers use stanine scores from standardized tests to identify below average students, 1,2, & 3 stanines; average students with 4,5, & 6 stanines and gifted/high achieving students with 7,8, & 9 stanines. Teachers are available throughout the year to revisit the data from assessments and to provide ongoing data. We have formal reporting and conferencing periods three times per year.

Teachers work with all students so that they understand what is expected of them. Our teachers, under the direction of the literacy coach, have rewritten the California Content Standards in "kid friendly" language. Students create Criteria Charts (standards to be met in that specific assignment) before assignments begin and use a rubric to understand how their work will be scored. Standardized test scores are not emphasized with students at this age.

Parents receive newsletters in Spanish and English describing the assessment data and implications for parent activities at home. In addition, we have a school website with some assessment data and the Los Angeles Unified School District and the California Department of Education have websites that go into great detail in presenting assessment information for all schools. Beginning in 1999 the State of California instituted the "School Accountability Report Card" which is an annual report to the community regarding test results, student and teacher attendance, opportunities for parental involvement and other significant school information.

**4. Describe in one-half page how the school will share its successes with other schools.**

We have already received email from across the country inquiring about our "kid friendly" standards in language arts that are posted on our website. Our literacy coach, along with a cadre of teachers took the California Standards for Language Arts by grade level and translated them into "kid friendly" language. They are posted in classrooms for students to refer to. Teachers can use them as a pedagogical tool to insure that students understand what it is that they are learning. As a staff, we have been studying and applying the *9 Principles of Learning* set out by Lauren Resnick and the Institute for Learning, particularly the principles of Clear Expectations, Academic Rigor and Accountable Talk. We hosted a Learning Walk here at our school for about 25 principals from area elementary schools in order to demonstrate the Principles of Learning in the actual classroom setting. Our literacy coach has invited teachers and coaches from other schools to visit our school and observe lessons using "best practices". About four years ago we hosted the California Association for the Gifted Conference drawing approximately 50 teachers from all over California to our classes for identified highly gifted, gifted or high achieving students.

The Los Angeles Unified School District is divided up into 11 "mini-districts" in an attempt to make this huge district more accessible. Principals meet on a monthly basis to collaborate and share ideas about

successes. We try to work with other schools with similar demographics to share strategies that have worked at our campus and vice versa. In addition, 5 teachers from Bernice Carlson Home School, who work with seriously ill students in their homes, have attended our state “Buy-Back” staff development days to keep current with instructional practices.

Many student teachers from Occidental College and California State University, Los Angeles, observe and/or do their student teaching practicum here at our school. We collaborate, as a staff, and share ideas about what has been successful at our school with these emerging new teachers. They will carry on these traditions when they become teachers.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Describe in one page the school’s curriculum.** Our entire curriculum here at Eagle Rock is based on the high content standards established by the State of California. All students, regardless of language, special needs or ability are held to the same academic standards and have access to the core curriculum. Some moderate or severe disabled students receive instruction using the “Alternative Curriculum”. The Reading/Language Arts Curriculum is based on the California Content Standards for each grade level. This is presented in the entire Los Angeles Unified School District through the use of the SRA/McGraw Hill *Open Court Reading Program*. This Districtwide mandate has been a benefit to all schools in our area. Substitute teachers are all familiar with this program and can easily pick up where teachers left off. There is a high turnover rate in our District and students can virtually step into this reading program throughout the District. We have a strong writing program that is coordinated throughout the grade levels. In Kindergarten students learn letter recognition and formation, phonemic awareness, sounds and begin to write sentences with temporary spelling. As students progress through the grades they learn paragraph and essay writing through “power writing”. By 6<sup>th</sup> grade they can write 500 word essays in a variety of genres. Our District tests each grade level from first grade up on the District Performance Assignments, that require the students to answer a writing prompt that illustrates what the students can write independently. This is given to grades 1 through 6 in the Spring.

In mathematics, younger students begin with number recognition, number sense, one-to-one correspondence and then move to basic addition, subtraction, multiplication and division, problem solving, probability, statistics and math reasoning. All students are encouraged to articulate their reasoning and to find their own methods for solving meaningful problems. Combining the use of manipulatives, situation-rich problems and small collaborative work groups has made it possible to teach mathematical procedures and concepts in a meaningful way.

Science instruction covers not only the historic significance of scientific discoveries but also guides students through experimentation to discover answers to their own hypotheses. Students at all grade levels explore earth science, life science and physical science. Students have hands-on opportunities with science manipulative kits and participate in our annual Science Fair. There is a California Science Standards test that will be given to all fifth graders for the first time this year.

All students must attain a grade of “3” on a rubric scoring system which means “proficient” in that grade level standard in order to pass on to the next grade level. English Language Learners will be graded based on their current English Language Development level, 1 - 5. Special Education students are graded based on their Individualized Education Plan (IEP) goals, as well as, the grade level standards at which they are functioning. These students have access to the same curriculum as their peers but, the presentation of the curriculum has been modified in a way to make it comprehensible to them. Gifted students may be challenged to do 7th grade algebra in our 6th grade math program. Our gifted students are challenged with more in-depth studies of the same curriculum, breadth of knowledge, more complex

concepts, creativity of presentation and response, and novelty of ideas.

The Social Studies Standards address different issues at different grade levels. Kindergarteners through second graders learn about community helpers, career awareness, our school and our community. By third grade, students study about the City of Los Angeles, its history, landmarks and government; fourth graders study California history and learn about the mission system, the Gold Rush and the state governmental process. Fifth Graders learn about American history and sixth graders study ancient civilizations.

All grade levels study the Arts and use the California Standards in the Arts. They are graded in Visual Art, Music, Theatre Arts and Dance. Our students keep art journals and learn the vocabulary of each discipline.

Physical Education includes a required curriculum which must be taught for a minimum of 200 minutes over a two week period. Students in Fifth Grade take the President's Physical Fitness test. All students are taught basic games, rules and techniques, as well as lifelong fitness lessons and nutrition. Students learn team sports and good sportsmanship. Students with special needs have small classes with Adaptive Physical Education Instruction to help improve balance, throwing and catching skills, eye hand coordination, etc.

**2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Los Angeles Unified School District's reform movement in reading instituted *Open Court Reading* in Kindergarten through second grades in 2000, middle and upper grades in 2001 and sixth grade in 2002. Our teachers received a mandatory, 5-day training in the implementation of the reading program at their grade levels. More than 1/3 of our teachers continued the optional advanced training. This involved a week of training in the summer and an additional 80 hours of training provided on site after school and on Saturdays provided by the Literacy coach. Eagle Rock Elementary is unique in the high numbers of teachers who participated in the additional training for three years. Through this core group of teachers a collaborative style has been established among all grade levels.

During this time period our school began a professional development focus on teaching writing, as this was determined to be our area of greatest need. We have instituted school-wide writing portfolios and our teachers are becoming excellent writing teachers; we seek to reach grade level standards through common writing strategies and tools. Teachers have worked collaboratively to design graphic organizers that are used throughout the grade levels. We have seen tremendous growth in our student writing through this collaboration and across grade level articulation.

Our reading program has assessments five times a year. We look at our data by teacher, student and grade level, analyze it and work together to improve instruction. Our goal is for each child to read and write at or above grade level. We sincerely believe that this is possible and each teacher acts on this belief. We use our data to pinpoint which students need remediation. We have an instructional period, Independent Work Time, that addresses the needs of our at-risk learners, and provides challenges for our advanced students. We provide after school, Saturday and summer intervention programs to give students opportunities to reach grade level standards.

Our full time Literacy coach provides assistance to teachers through observations, demonstration lessons and training. She continues to guide the teachers in the implementation of the reading program, provides leadership in the implementation of the writing program and assists in interpreting data and goal setting. In addition, she supports new and/or struggling teachers. We believe that our strongest assets in Language Arts are a coordinated reading program, a school-wide writing program and a school culture

that breeds collaboration and a belief that all students can succeed in Language Arts. The addition of the Literacy coach over the last three years has been an invaluable tool for constructively assisting teachers.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

Mathematics is an important curricular area at Eagle Rock Elementary School. Our District has established a common textbook adoption, as was done in Reading, in order to provide more consistent instruction for our very transient population of students. All students are provided access to and instruction on the California State Content Standards. The most valuable aspect of the Content Standards is that they provide equality in instruction. Every child in public school is guaranteed a rigorous education; therefore the expectation at Eagle Rock Elementary is that all students can succeed. As a result, the faculty and administration embrace standards-based instruction and put great faith in the standards-based curriculum adopted by the school. With years of consistency and dedicated application of research-based teaching standards student performance at Eagle Rock Elementary has steadily increased year after year.

Eagle Rock has a diverse population; this includes Title I, English Language Learners, Special Education, Gifted and Highly Gifted students who are from a variety of ethnic groups. All students, participating in every program at the school are provided with the same access to the same content standards via the same curriculum. If a child's needs are not met, teachers are able to gain support from coaches and will supplement the curriculum to meet the needs of each student.

Mathematics is presented with hands-on manipulatives to provide concrete objects to enable students to grasp mathematical concepts. They are encouraged to articulate their reasoning and to find their own methods for solving meaningful real-life problems. Assignments may be adjusted in length or complexity to meet individual needs. Special needs students may need to tackle smaller numbers of problems at a time in order to avoid being overwhelmed. Our advanced students have moved into seventh grade Algebra, probability and statistics to challenge their already solid foundation in elementary mathematics.

Our Math coach provides teachers with a coaching model that involves observation, demonstration lessons and ongoing professional development training. New and/or struggling teachers are able to meet with the Math coach to review instructional strategies and to review data to drive instruction.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Teachers use a variety of modalities to address the different needs and learning styles of their students. Students who are learning English, are educationally disadvantaged or have special needs may need a more concrete manner of presentation in order to understand concepts. Teachers may use pictures, realia (real, authentic objects), manipulatives or dramatic presentations to enable students to have a clearer understanding of concepts.

All teachers use a directed teaching model for the introduction of new concepts and skills. Students are later provided with opportunities for independent practice, remediation or in-depth studies of the concepts.

Teacher Assistants, Special Education Assistants, Eagle Rock High School Student Tutors, and volunteers help to provide small group and individual practice for students.

Our Special Education department is gradually implementing a change in delivery of instruction for its students. Beginning with our Resource Program, which used to be strictly a "pull out" program where

students went to the Resource Room to work with an assistant and a teacher for small group instruction. Now we are implementing a “collaborative model” in which the teacher and the assistant go into the classrooms (“pull in” model) to plan with the classroom teacher to pre-teach, re-teach and remediate students who have learning disabilities. They are also able to work with non-special needs students or those who have not yet been assessed as having learning disabilities. Our Special Day Class teachers are also giving their students longer and longer opportunities to participate in the general education setting. Students with special needs will now have more of an opportunity to interact with age appropriate peers and be exposed academically and socially to appropriate grade level curriculum and behavior.

Some teachers use a peer coaching model to improve their delivery of instruction. We have two National Board Certified Teachers on staff who share their expertise with colleagues and provide Beginning Teacher Support & Assessment (BTSA) Training for new and probationary teachers.

Teachers use cooperative groups as a way for stronger students to provide assistance and modeling to other students and to help all students feel that they are successful in solving a problem or creating a project.

Teachers with Structured English Immersion classes use Specially Designed Academic Instruction in English (SDAIE) strategies with students who do not speak English proficiently. They are given explanations or clarifying information in Spanish or Tagalog with the help of bilingual teachers or assistants as needed.

Every teacher at Eagle Rock Elementary School has received professional development training on how to differentiate instruction to meet the needs of their diverse students. Gifted instruction involves accelerated pacing, greater breadth and depth of subject matter and instruction that encourages the critical thinking skills of students.

##### **5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.**

Eagle Rock Elementary’s professional development program has been greatly improved with the support of the State of California and the Los Angeles Unified School District (LAUSD), which have provided us with much needed set aside time and some additional funding. The State of California has provided us with three days outside of our regular instructional time with additional pay from the state for teachers’ voluntary participation in professional development. The LAUSD has implemented “banked-time” days on Tuesdays for one hour. Students have an additional 10 minutes of instructional time everyday which is then “banked” and students leave school one hour earlier on Tuesdays to enable teachers to have professional development training within their regular onsite contractual work day. Fifty percent of these banked-time meetings must follow the mandated agendas of the District while the other fifty percent can be decided at the local school site.

At Eagle Rock we have not only used this resource of time, but also the expertise of our Literacy coach and Math coach to provide a consistent, sequential professional development model. After a needs assessment it was determined that our teachers particularly valued time spent with grade level peers planning, creating lessons and tools to implement lessons and sharing ideas that were successful in their own classrooms. We try to balance our professional development time between direct instruction on content standards and method of delivery of instruction particularly in the areas of mathematics, reading and writing with grade level planning to facilitate application of this material. Other content areas such as science, social studies, health, physical education and the arts are addressed less frequently. In addition, teachers are given regular opportunities to meet at grade levels and set their own agendas to meet the specific needs of their grade level. On occasion during the year, teachers discuss a continuum of subject strands across grade levels in a vertical planning format to insure complete coverage of a subject area

without too much overlap or repetition. In the past teachers would teach about dinosaurs year after year from one grade level to the next, while other scientific concepts are ignored.

At Eagle Rock we believe that one of the most important factors in our continued improvement in student achievement is our ongoing professional collaboration. Our teachers have shared ideas that work, strategies for students that are at risk and common tools to use such as graphic organizers. There is no question that this collaborative model along with the professional expertise of coaches in math and reading and other presenters have contributed greatly to our level of instructional expertise and in turn the increased level of achievement that our students have made through consistent, sequential, organized instruction and practice. Our assessment results that follow are evidence that our professional development time has made a tremendous impact on our student achievement.

# PART VII - ASSESSMENT RESULTS

## Public Schools

### State Criterion- Referenced Tests For Grades 2 Through 6 2003

This information applies to all grade levels tested at Eagle Rock Elementary in English/Language Arts and Mathematics for the years 1999-2002.

**TEST:** CAT 6 / STAR

**Edition/Publication Year:** Sixth Edition, 2000

**Publisher:** CTB / McGraw Hill

**Testing Month:** May

**What groups were excluded from testing?**

Some special education students were exempt by Individual Education Plans (IEP's) that stated alternate assessment was required. In addition, parents have the option to make written requests that their students be excluded from testing. Finally some students were absent during the testing window.

**Why and how were they assessed?**

Special Education students were assessed using alternate assessments developed by the School District or teacher developed assessments based on their instructional goals. Special Education students with severe disabilities were tested with the California Alternate Performance Assessment (CAPA). General Education students who did not take the State Assessment were assessed using school and district developed measures for Open Court Reading and the Harcourt Brace Math Series. Portfolios were used in all classrooms to provide additional measures.

**Number Excluded:** See individual grade level charts.

**Percent Excluded:** See individual grade level charts.

**State Criterion- Referenced Tests**  
**For Grades 2 Through 6**  
**1999-2002**

This information applies to all grade levels tested at Eagle Rock Elementary in English/Language Arts and Mathematics for the years 1999-2002.

**TEST:** California Content Standards Test (STAR) (LA & Math)  
1999, 2000, 2001, 2002  
Stanford 9 (Math Only)  
1999, 2000, 2001

**Edition/Publication Year:** Ninth Edition, 1996

**Publisher:** Harcourt Brace and Company

**Testing Month:** May

**What groups were excluded from testing?**

Some special education students were exempt by Individual Education Plans (IEP's) that stated alternate assessment was required. In addition, parents have the option to make written requests that their students be excluded from testing. Finally some students were absent during the testing window.

**Why and how were they assessed?**

Special Education students were assessed using alternate assessments developed by the School District or teacher developed assessments based on their instructional goals. General Education students who did not take the State Assessment were assessed using school and district developed measures for all academic areas as well as portfolios. Additionally teacher observation and teacher created materials were used as measurement tools.

**Number Excluded:** See individual grade level charts.

**Percent Excluded:** See individual grade level charts.



**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Language Arts (CST/STAR)  
Grade 2

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	93%	93%	93%
% At or Above Basic	82%	79%	74%
% At or Above Proficient	53%	46%	50%
% At Advanced	19%	11%	16%
Number of Students Tested	136	148	135
Percent of Students Tested	100%	99%	91%
Number of Students Excluded	0	2	13
Percent of Students Excluded	0%	1%	9%
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	89%	87%	94%
% At or Above Basic	73%	69%	68%
% At or Above Proficient	42%	31%	41%
% At Advanced	14%	3%	10%
Number of Students Tested	79	87	79
<b><i>2. English Learners</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	85%	79%	87%
% At or Above Basic	53%	58%	39%
% At or Above Proficient	18%	8%	22%
% At Advanced	3%	0%	0%
Number of Students Tested	34	48	23
<b><i>3. Hispanic</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	92%	90%	93%
% At or Above Basic	79%	72%	68%
% At or Above Proficient	51%	35%	42%
% At Advanced	17%	6%	11%
Number of Students Tested	78	89	74
<b><i>4. Filipino</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	96%	97%
% At or Above Basic	92%	92%	87%
% At or Above Proficient	62%	67%	61%
% At Advanced	19%	4%	16%
Number of Students Tested	26	24	31
<b><i>5. Gifted</i></b>	N/A	N/A	N/A
% At or Above Far Below Basic			

% At or Above Below Basic			
% At or Above Basic			
% At or Above Proficient			
% At Advanced			
Number of Students Tested			
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	87%	85%	85%
% At or Above Basic	68%	61%	61%
% At or Above Proficient	36%	32%	32%
% At Advanced	12%	9%	10%

N/A – Gifted students are not identified until 3<sup>rd</sup> grade.

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (CST/STAR)  
Grade 2

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	96%
% At or Above Basic	98%	78%
% At or Above Proficient	61%	46%
% At Advanced	29%	14%
Number of Students Tested	136	148
Percent of Students Tested	100%	99%
Number of Students Excluded	0	2
Percent of Students Excluded	0%	1%
<b><i>SUBGROUP SCORES</i></b>		
<b><i>1. Economically Disadvantaged</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	94%
% At or Above Basic	84%	70%
% At or Above Proficient	56%	32%
% At Advanced	12%	14%
Number of Students Tested	79	148
<b><i>2. English Learners</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	92%
% At or Above Basic	68%	67%
% At or Above Proficient	26%	13%
% At Advanced	6%	0%
Number of Students Tested	34	87
<b><i>3. Hispanic</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	94%
% At or Above Basic	85%	70%
% At or Above Proficient	63%	35%
% At Advanced	26%	6%
Number of Students Tested	78	89
<b><i>4. Filipino</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	96%
% At or Above Basic	88%	92%
% At or Above Proficient	58%	54%
% At Advanced	31%	13%
Number of Students Tested	26	24
<b><i>5. Gifted</i></b>	N/A	N/A
% At or Above Far Below Basic	%	%
% At or Above Below Basic	%	%
% At or Above Basic	%	%

% At or Above Proficient	%	%
% At Advanced	%	%
Number of Students Tested		
<b>STATE SCORES</b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	96%	96%
% At or Above Basic	76%	72%
% At or Above Proficient	53%	43%
% At Advanced	24%	16%

N/A – Students are not identified Gifted until 3<sup>rd</sup> Grade

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Reading (SAT 9)  
Grade 2

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	86%	84%	66%
% At or Above Quartile 51-75	74%	72%	52%
% At or Above Quartile 76-99	39%	40%	29%
Number of Students Tested	137	124	116
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	84%	77%	61%
% At or Above Quartile 51-75	69%	62%	45%
% At or Above Quartile 76-99	29%	32%	16%
Number of Students Tested	83	73	67
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	67%	50%	61%
% At or Above Quartile 51-75	46%	38%	39%
% At or Above Quartile 76-99	4%	17%	8%
Number of Students Tested	24	24	36
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	82%	78%	66%
% At or Above Quartile 51-75	67%	68%	47%
% At or Above Quartile 76-99	29%	32%	25%
Number of Students Tested	78	69	64
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	97%	94%	86%
% At or Above Quartile 51-75	84%	81%	79%
% At or Above Quartile 76-99	52%	44%	36%
Number of Students Tested	31	16	14
<b><i>5. Gifted</i></b>	N/A	N/A	N/A
% At or Above Quartile 1-25	%	%	%
% At or Above Quartile 26-50	%	%	%
% At or Above Quartile 51-75	%	%	%
% At or Above Quartile 76-99	%	%	%
Number of Students Tested			
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%

% At or Above Quartile 26-50	73%	71%	66%
% At or Above Quartile 51-75	51%	49%	44%
% At or Above Quartile 76-99	25%	24%	21%

N/A – Students are not identified Gifted until 3<sup>rd</sup> Grade.

\* Statistic not available

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (SAT 9)  
Grade 2

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	82%	83%	75%
% At or Above Quartile 51-75	62%	71%	47%
% At or Above Quartile 76-99	45%	42%	27%
Number of Students Tested	139	124	113
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	78%	73%	73%
% At or Above Quartile 51-75	56%	60%	41%
% At or Above Quartile 76-99	34%	33%	18%
Number of Students Tested	82	73	66
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	67%	54%	67%
% At or Above Quartile 51-75	33%	33%	44%
% At or Above Quartile 76-99	21%	13%	19%
Number of Students Tested	24	24	36
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	77%	75%	72%
% At or Above Quartile 51-75	52%	62%	42%
% At or Above Quartile 76-99	30%	30%	17%
Number of Students Tested	79	69	64
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	93%	94%	85%
% At or Above Quartile 51-75	77%	81%	62%
% At or Above Quartile 76-99	67%	63%	46%
Number of Students Tested	30	16	13
<b><i>5. Gifted</i></b>	N/A	N/A	N/A
% At or Above Quartile 1-25	%	%	%
% At or Above Quartile 26-50	%	%	%
% At or Above Quartile 51-75	%	%	%
% At or Above Quartile 76-99	%	%	%
Number of Students Tested			
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	79%	77%	71%

% At or Above Quartile 51-75	58%	57%	49%
% At or Above Quartile 76-99	34%	33%	27%

N/A – Students are not identified as Gifted until 3<sup>rd</sup> Grade.

\* Statistic not available.



**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Language Arts (CST/STAR)  
Grade 3

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	91%	93%	94%
% At or Above Basic	77%	81%	76%
% At or Above Proficient	46%	56%	40%
% At Advanced	20%	21%	12%
Number of Students Tested	164	154	127
Percent of Students Tested	100%	96%	90%
Number of Students Excluded	0	7	14
Percent of Students Excluded	0%	4%	10%
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	86%	90%	91%
% At or Above Basic	64%	73%	68%
% At or Above Proficient	31%	44%	30%
% At Advanced	8%	14%	7%
Number of Students Tested	86	94	56
<b><i>2. English Learners</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	82%	76%	80%
% At or Above Basic	52%	43%	20%
% At or Above Proficient	8%	24%	7%
% At Advanced	0%	10%	0%
Number of Students Tested	50	21	15
<b><i>3. Hispanic</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	89%	89%
% At or Above Basic	67%	72%	63%
% At or Above Proficient	30%	41%	29%
% At Advanced	9%	15%	6%
Number of Students Tested	88	79	62
<b><i>4. Filipino</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	100%	100%
% At or Above Basic	87%	95%	96%
% At or Above Proficient	47%	76%	43%
% At Advanced	20%	22%	9%
Number of Students Tested	30	37	23
<b><i>5. Gifted</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	100%

% At or Above Proficient	93%	95%	100%
% At Advanced	74%	49%	43%
Number of Students Tested	27	43	28
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	84%	85%	83%
% At or Above Basic	60%	62%	59%
% At or Above Proficient	33%	34%	30%
% At Advanced	10%	11%	9%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (CST/STAR)  
Grade 3

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	96%	97%
% At or Above Basic	79%	80%
% At or Above Proficient	58%	59%
% At Advanced	33%	24%
Number of Students Tested	163	155
Percent of Students Tested	99%	96%
Number of Students Excluded	1	6
Percent of Students Excluded	1%	4%
<b><i>SUBGROUP SCORES</i></b>		
<b><i>1. Economically Disadvantaged</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	94%	96%
% At or Above Basic	68%	74%
% At or Above Proficient	42%	49%
% At Advanced	19%	17%
Number of Students Tested	85	94
<b><i>2. English Learners</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	96%	81%
% At or Above Basic	67%	57%
% At or Above Proficient	29%	33%
% At Advanced	6%	14%
Number of Students Tested	49	21
<b><i>3. Hispanic</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	93%	94%
% At or Above Basic	70%	72%
% At or Above Proficient	40%	46%
% At Advanced	16%	15%
Number of Students Tested	87	79
<b><i>4. Filipino</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	97%	100%
% At or Above Basic	83%	89%
% At or Above Proficient	73%	78%
% At Advanced	37%	22%
Number of Students Tested	30	37
<b><i>5. Gifted</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	100%

% At or Above Basic	100%	100%
% At or Above Proficient	100%	98%
% At Advanced	89%	67%
Number of Students Tested	27	43
<b>STATE SCORES</b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	94%	91%
% At or Above Basic	71%	65%
% At or Above Proficient	46%	38%
% At Advanced	19%	12%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Reading (SAT 9)  
Grade 3

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	87%	77%	69%
% At or Above Quartile 51-75	67%	54%	51%
% At or Above Quartile 76-99	33%	28%	27%
Number of Students Tested	132	128	143
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	80%	71%	57%
% At or Above Quartile 51-75	57%	45%	40%
% At or Above Quartile 76-99	23%	16%	18%
Number of Students Tested	60	77	83
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	50%	76%	47%
% At or Above Quartile 51-75	6%	50%	22%
% At or Above Quartile 76-99	6%	12%	8%
Number of Students Tested	16	34	36
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	79%	72%	60%
% At or Above Quartile 51-75	54%	51%	42%
% At or Above Quartile 76-99	24%	20%	12%
Number of Students Tested	68	76	67
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	95%	92%	77%
% At or Above Quartile 51-75	82%	58%	63%
% At or Above Quartile 76-99	32%	33%	37%
Number of Students Tested	22	12	30
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	100%	100%
% At or Above Quartile 51-75	100%	91%	91%
% At or Above Quartile 76-99	89%	79%	77%
Number of Students Tested	28	34	22
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	70%	68%	63%

% At or Above Quartile 51-75	46%	44%	41%
% At or Above Quartile 76-99	21%	20%	18%

\* Statistic not available

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (SAT 9)  
Grade 3

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	84%	78%	74%
% At or Above Quartile 51-75	64%	57%	56%
% At or Above Quartile 76-99	39%	37%	28%
Number of Students Tested	129	129	140
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	80%	74%	65%
% At or Above Quartile 51-75	56%	49%	43%
% At or Above Quartile 76-99	30%	25%	20%
Number of Students Tested	61	77	81
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	60%	76%	66%
% At or Above Quartile 51-75	40%	59%	40%
% At or Above Quartile 76-99	13%	29%	11%
Number of Students Tested	15	34	35
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	77%	75%	64%
% At or Above Quartile 51-75	51%	51%	41%
% At or Above Quartile 76-99	30%	30%	17%
Number of Students Tested	69	76	66
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	91%	83%	83%
% At or Above Quartile 51-75	68%	58%	70%
% At or Above Quartile 76-99	36%	33%	30%
Number of Students Tested	22	12	30
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	100%	100%
% At or Above Quartile 51-75	100%	100%	100%
% At or Above Quartile 76-99	82%	83%	73%
Number of Students Tested	28	35	22
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	80%	77%	71%

% At or Above Quartile 51-75	59%	56%	48%
% At or Above Quartile 76-99	34%	31%	24%
Number of Students Tested			

\* Statistic not available.



**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Language Arts (CST/STAR)  
Grade 4

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	97%	95%
% At or Above Basic	86%	85%	82%
% At or Above Proficient	59%	44%	53%
% At Advanced	27%	16%	23%
Number of Students Tested	172	136	128
Percent of Students Tested	98%	92%	92%
Number of Students Excluded	4	12	11
Percent of Students Excluded	2%	8%	8%
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	94%	92%
% At or Above Basic	80%	78%	75%
% At or Above Proficient	42%	34%	37%
% At Advanced	17%	6%	12%
Number of Students Tested	93	64	65
<b><i>2. English Learners</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	76%	75%
% At or Above Basic	67%	47%	50%
% At or Above Proficient	30%	6%	8%
% At Advanced	0%	6%	0%
Number of Students Tested	30	17	12
<b><i>3. Hispanic</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	99%	94%	92%
% At or Above Basic	82%	75%	75%
% At or Above Proficient	49%	34%	41%
% At Advanced	18%	6%	17%
Number of Students Tested	89	68	76
<b><i>4. Filipino</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	100%	100%
% At or Above Basic	92%	91%	83%
% At or Above Proficient	74%	32%	50%
% At Advanced	36%	0%	8%
Number of Students Tested	39	22	12
<b><i>5. Gifted</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	98%

% At or Above Proficient	93%	94%	94%
% At Advanced	65%	54%	60%
Number of Students Tested	46	35	47
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	92%	90%	87%
% At or Above Basic	74%	71%	66%
% At or Above Proficient	39%	36%	33%
% At Advanced	15%	14%	11%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (CST/STAR)  
Grade 4

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	99%	96%
% At or Above Basic	92%	79%
% At or Above Proficient	76%	46%
% At Advanced	48%	11%
Number of Students Tested	172	142
Percent of Students Tested	98%	86%
Number of Students Excluded	4	6
Percent of Students Excluded	2%	4%
<b><i>SUBGROUP SCORES</i></b>		
<b><i>1. Economically Disadvantaged</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	99%	93%
% At or Above Basic	87%	72%
% At or Above Proficient	67%	32%
% At Advanced	38%	7%
Number of Students Tested	93	68
<b><i>2. English Learners</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	78%
% At or Above Basic	87%	50%
% At or Above Proficient	70%	33%
% At Advanced	33%	6%
Number of Students Tested	30	18
<b><i>3. Hispanic</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	94%
% At or Above Basic	90%	66%
% At or Above Proficient	67%	35%
% At Advanced	37%	4%
Number of Students Tested	89	71
<b><i>4. Filipino</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	96%
% At or Above Basic	97%	87%
% At or Above Proficient	92%	43%
% At Advanced	59%	9%
Number of Students Tested	39	23
<b><i>5. Gifted</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	100%
% At or Above Basic	100%	100%

% At or Above Proficient	100%	89%
% At Advanced	83%	37%
Number of Students Tested	46	35
<b>STATE SCORES</b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	93%	93%
% At or Above Basic	72%	67%
% At or Above Proficient	45%	37%
% At Advanced	18%	13%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Reading (SAT 9)  
Grade 4

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	89%	77%	77%
% At or Above Quartile 51-75	64%	53%	55%
% At or Above Quartile 76-99	35%	34%	30%
Number of Students Tested	129	155	150
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	84%	61%	67%
% At or Above Quartile 51-75	52%	39%	39%
% At or Above Quartile 76-99	19%	22%	14%
Number of Students Tested	67	85	84
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	62%	58%	61%
% At or Above Quartile 51-75	8%	39%	27%
% At or Above Quartile 76-99	0%	18%	15%
Number of Students Tested	13	33	41
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	84%	62%	69%
% At or Above Quartile 51-75	57%	34%	36%
% At or Above Quartile 76-99	28%	16%	18%
Number of Students Tested	76	68	77
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	84%	77%
% At or Above Quartile 51-75	75%	61%	68%
% At or Above Quartile 76-99	42%	29%	32%
Number of Students Tested	12	31	22
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	97%	100%
% At or Above Quartile 51-75	94%	89%	93%
% At or Above Quartile 76-99	72%	79%	67%
Number of Students Tested	47	38	42
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	71%	68%	64%

% At or Above Quartile 51-75	47%	45%	41%
% At or Above Quartile 76-99	25%	23%	22%

\* Statistic not available.

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (SAT 9)  
Grade 4

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	81%	79%	83%
% At or Above Quartile 51-75	63%	62%	56%
% At or Above Quartile 76-99	38%	35%	37%
Number of Students Tested	134	156	149
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	71%	66%	74%
% At or Above Quartile 51-75	55%	47%	40%
% At or Above Quartile 76-99	32%	23%	18%
Number of Students Tested	69	86	84
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	62%	62%	68%
% At or Above Quartile 51-75	38%	38%	46%
% At or Above Quartile 76-99	15%	18%	22%
Number of Students Tested	13	34	41
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	77%	65%	74%
% At or Above Quartile 51-75	56%	48%	43%
% At or Above Quartile 76-99	29%	20%	25%
Number of Students Tested	79	69	77
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	83%	87%	82%
% At or Above Quartile 51-75	67%	71%	59%
% At or Above Quartile 76-99	33%	26%	36%
Number of Students Tested	12	31	22
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	98%	100%	100%
% At or Above Quartile 51-75	94%	97%	88%
% At or Above Quartile 76-99	72%	82%	83%
Number of Students Tested	47	38	42
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	75%	73%	66%

% At or Above Quartile 51-75	54%	51%	43%
% At or Above Quartile 76-99	32%	29%	23%

\* Statistic not available.



**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Language Arts (CST/STAR)  
Grade 5

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	94%	93%	94%
% At or Above Basic	83%	82%	75%
% At or Above Proficient	52%	43%	42%
% At Advanced	20%	22%	15%
Number of Students Tested	151	152	158
Percent of Students Tested	100%	97%	94%
Number of Students Excluded	0	4	10
Percent of Students Excluded	0%	3%	6%
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	84%	90%	93%
% At or Above Basic	65%	74%	64%
% At or Above Proficient	30%	31%	26%
% At Advanced	8%	10%	11%
Number of Students Tested	60	86	74
<b><i>2. English Learners</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	70%	68%	56%
% At or Above Basic	50%	45%	22%
% At or Above Proficient	10%	0%	0%
% At Advanced	10%	0%	0%
Number of Students Tested	20	22	9
<b><i>3. Hispanic</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	92%	92%	90%
% At or Above Basic	72%	75%	61%
% At or Above Proficient	40%	31%	28%
% At Advanced	7%	12%	4%
Number of Students Tested	75	89	71
<b><i>4. Filipino</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	100%	96%
% At or Above Basic	96%	94%	86%
% At or Above Proficient	46%	44%	32%
% At Advanced	8%	11%	11%
Number of Students Tested	24	18	28
<b><i>5. Gifted</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	98%

% At or Above Proficient	96%	90%	92%
% At Advanced	60%	59%	47%
Number of Students Tested	47	51	49
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	90%	91%	88%
% At or Above Basic	72%	71%	66%
% At or Above Proficient	36%	31%	28%
% At Advanced	10%	9%	7%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (CST/STAR)  
Grade 5

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	96%	94%
% At or Above Basic	85%	69%
% At or Above Proficient	58%	36%
% At Advanced	24%	14%
Number of Students Tested	151	154
Percent of Students Tested	100%	99%
Number of Students Excluded	0	2
Percent of Students Excluded	0%	1%
<b><i>SUBGROUP SCORES</i></b>		
<b><i>1. Economically Disadvantaged</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	90%	92%
% At or Above Basic	67%	60%
% At or Above Proficient	37%	25%
% At Advanced	12%	8%
Number of Students Tested	60	88
<b><i>2. English Learners</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	80%	77%
% At or Above Basic	40%	36%
% At or Above Proficient	15%	14%
% At Advanced	5%	0%
Number of Students Tested	20	22
<b><i>3. Hispanic</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	93%	91%
% At or Above Basic	73%	59%
% At or Above Proficient	43%	24%
% At Advanced	11%	10%
Number of Students Tested	75	91
<b><i>4. Filipino</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	100%
% At or Above Basic	96%	89%
% At or Above Proficient	75%	39%
% At Advanced	25%	11%
Number of Students Tested	24	18
<b><i>5. Gifted</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	100%
% At or Above Basic	100%	100%

% At or Above Proficient	94%	84%
% At Advanced	57%	39%
Number of Students Tested	47	51
<b>STATE SCORES</b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	87%	90%
% At or Above Basic	61%	59%
% At or Above Proficient	35%	29%
% At Advanced	10%	7%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Reading (SAT 9)  
Grade 5

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	80%	78%	72%
% At or Above Quartile 51-75	66%	58%	53%
% At or Above Quartile 76-99	41%	32%	26%
Number of Students Tested	161	170	131
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	71%	67%	64%
% At or Above Quartile 51-75	56%	41%	45%
% At or Above Quartile 76-99	27%	14%	18%
Number of Students Tested	79	96	76
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	25%	44%	36%
% At or Above Quartile 51-75	13%	19%	27%
% At or Above Quartile 76-99	0%	3%	5%
Number of Students Tested	8	32	22
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	74%	70%	64%
% At or Above Quartile 51-75	58%	45%	38%
% At or Above Quartile 76-99	30%	16%	12%
Number of Students Tested	73	88	58
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	82%	67%	83%
% At or Above Quartile 51-75	75%	54%	71%
% At or Above Quartile 76-99	39%	33%	33%
Number of Students Tested	28	24	24
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	100%	95%
% At or Above Quartile 51-75	94%	94%	93%
% At or Above Quartile 76-99	84%	71%	53%
Number of Students Tested	49	62	43
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	69%	67%	64%

% At or Above Quartile 51-75	45%	44%	42%
% At or Above Quartile 76-99	22%	21%	21%

\* Statistic not available.

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (SAT 9)  
Grade 5

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	83%	81%	68%
% At or Above Quartile 51-75	63%	56%	47%
% At or Above Quartile 76-99	39%	29%	27%
Number of Students Tested	155	170	130
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	71%	72%	62%
% At or Above Quartile 51-75	48%	43%	36%
% At or Above Quartile 76-99	24%	11%	17%
Number of Students Tested	75	96	77
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	25%	50%	43%
% At or Above Quartile 51-75	0%	22%	30%
% At or Above Quartile 76-99	0%	9%	13%
Number of Students Tested	8	32	23
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	71%	69%	59%
% At or Above Quartile 51-75	50%	41%	26%
% At or Above Quartile 76-99	26%	17%	7%
Number of Students Tested	70	88	58
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	89%	83%	84%
% At or Above Quartile 51-75	79%	71%	60%
% At or Above Quartile 76-99	29%	21%	32%
Number of Students Tested	28	24	25
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	100%	98%
% At or Above Quartile 51-75	96%	90%	98%
% At or Above Quartile 76-99	81%	68%	69%
Number of Students Tested	48	62	42
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%

% At or Above Quartile 26-50	73%	70%	65%
% At or Above Quartile 51-75	54%	50%	45%
% At or Above Quartile 76-99	30%	27%	22%
Number of Students Tested			

\* Statistic not available.



**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Language Arts (CST/STAR)  
Grade 6

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>	<b>2000-2001</b>
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	98%	93%	95%
% At or Above Basic	90%	80%	80%
% At or Above Proficient	54%	43%	43%
% At Advanced	25%	12%	15%
Number of Students Tested	163	169	169
Percent of Students Tested	99%	96%	98%
Number of Students Excluded	1	7	4
Percent of Students Excluded	1%	4%	2%
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	95%	88%	91%
% At or Above Basic	84%	74%	69%
% At or Above Proficient	43%	35%	28%
% At Advanced	16%	5%	3%
Number of Students Tested	86	92	86
<b><i>2. English Learners</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	96%	57%	80%
% At or Above Basic	68%	29%	0%
% At or Above Proficient	20%	7%	0%
% At Advanced	4%	0%	0%
Number of Students Tested	26	14	5
<b><i>3. Hispanic</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	97%	89%	94%
% At or Above Basic	88%	72%	73%
% At or Above Proficient	46%	31%	33%
% At Advanced	20%	7%	8%
Number of Students Tested	98	83	90
<b><i>4. Filipino</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	97%	93%
% At or Above Basic	100%	84%	86%
% At or Above Proficient	59%	48%	43%
% At Advanced	12%	13%	7%
Number of Students Tested	17	31	28
<b><i>5. Gifted</i></b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	100%	100%	100%
% At or Above Basic	100%	100%	98%

% At or Above Proficient	98%	94%	83%
% At Advanced	69%	43%	43%
Number of Students Tested	49	47	54
<b>STATE SCORES</b>			
% At or Above Far Below Basic	100%	100%	100%
% At or Above Below Basic	87%	85%	83%
% At or Above Basic	67%	66%	59%
% At or Above Proficient	31%	30%	30%
% At Advanced	8%	9%	9%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (CST/STAR)  
Grade 6

<b>SCHOOL SCORES</b>	<b>2002-2003</b>	<b>2001-2002</b>
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	98%	95%
% At or Above Basic	84%	75%
% At or Above Proficient	56%	46%
% At Advanced	27%	24%
Number of Students Tested	162	171
Percent of Students Tested	99%	97%
Number of Students Excluded	2	5
Percent of Students Excluded	1%	3%
<b><i>SUBGROUP SCORES</i></b>		
<b><i>1. Economically Disadvantaged</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	96%	94%
% At or Above Basic	79%	67%
% At or Above Proficient	45%	35%
% At Advanced	18%	16%
Number of Students Tested	85	93
<b><i>2. English Learners</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	92%	86%
% At or Above Basic	60%	50%
% At or Above Proficient	28%	7%
% At Advanced	4%	7%
Number of Students Tested	25	14
<b><i>3. Hispanic</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	98%	93%
% At or Above Basic	80%	64%
% At or Above Proficient	47%	35%
% At Advanced	19%	14%
Number of Students Tested	97	84
<b><i>4. Filipino</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	94%
% At or Above Basic	94%	84%
% At or Above Proficient	71%	52%
% At Advanced	24%	26%
Number of Students Tested	17	31
<b><i>5. Gifted</i></b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	100%	100%
% At or Above Basic	100%	100%

% At or Above Proficient	98%	98%
% At Advanced	73%	72%
Number of Students Tested	49	47
<b>STATE SCORES</b>		
% At or Above Far Below Basic	100%	100%
% At or Above Below Basic	92%	91%
% At or Above Basic	64%	62%
% At or Above Proficient	34%	32%
% At Advanced	10%	10%

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Reading (SAT 9)  
Grade 6

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	86%	87%	81%
% At or Above Quartile 51-75	72%	63%	63%
% At or Above Quartile 76-99	46%	38%	36%
Number of Students Tested	166	144	131
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	75%	85%	75%
% At or Above Quartile 51-75	59%	58%	54%
% At or Above Quartile 76-99	32%	33%	25%
Number of Students Tested	88	91	65
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	25%	57%	58%
% At or Above Quartile 51-75	0%	14%	26%
% At or Above Quartile 76-99	0%	0%	11%
Number of Students Tested	4	14	19
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	82%	82%	69%
% At or Above Quartile 51-75	67%	51%	43%
% At or Above Quartile 76-99	38%	28%	14%
Number of Students Tested	90	74	51
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	88%	93%	89%
% At or Above Quartile 51-75	77%	86%	67%
% At or Above Quartile 76-99	50%	39%	30%
Number of Students Tested	26	28	27
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	98%	98%	98%
% At or Above Quartile 51-75	96%	91%	92%
% At or Above Quartile 76-99	87%	70%	82%
Number of Students Tested	54	44	49
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	72%	70%	68%

% At or Above Quartile 51-75	47%	46%	44%
% At or Above Quartile 76-99	24%	23%	22%

\* Statistic not available.

**Eagle Rock Elementary**  
**CALIFORNIA STATE CRITERION-REFERENCED TESTS**

Math (SAT 9)  
Grade 6

<b>SCHOOL SCORES</b>	<b>2000-2001</b>	<b>1999-2000</b>	<b>1998-1999</b>
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	93%	85%	87%
% At or Above Quartile 51-75	78%	68%	67%
% At or Above Quartile 76-99	54%	38%	43%
Number of Students Tested	166	146	132
Percent of Students Tested	*	*	*
Number of Students Excluded	*	*	*
Percent of Students Excluded	*	*	*
<b><i>SUBGROUP SCORES</i></b>			
<b><i>1. Economically Disadvantaged</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	90%	79%	79%
% At or Above Quartile 51-75	67%	62%	55%
% At or Above Quartile 76-99	37%	32%	33%
Number of Students Tested	87	92	66
<b><i>2. English Learners</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	75%	60%	60%
% At or Above Quartile 51-75	0%	20%	45%
% At or Above Quartile 76-99	0%	0%	15%
Number of Students Tested	4	15	20
<b><i>3. Hispanic</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	90%	77%	77%
% At or Above Quartile 51-75	71%	57%	42%
% At or Above Quartile 76-99	35%	23%	19%
Number of Students Tested	89	75	52
<b><i>4. Filipino</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	92%	93%	93%
% At or Above Quartile 51-75	88%	83%	74%
% At or Above Quartile 76-99	81%	55%	37%
Number of Students Tested	26	29	27
<b><i>5. Gifted</i></b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	100%	100%	100%
% At or Above Quartile 51-75	96%	98%	96%
% At or Above Quartile 76-99	91%	82%	86%
Number of Students Tested	54	44	49
<b>STATE SCORES</b>			
% At or Above Quartile 1-25	100%	100%	100%
% At or Above Quartile 26-50	76%	74%	71%

% At or Above Quartile 51-75	57%	55%	50%
% At or Above Quartile 76-99	35%	32%	28%
Number of Students Tested			

\* Statistic not available.

### **Score Definitions**

#### ***Performance Standards***

Performance standards identify levels of student achievement based on a demonstrated degree of mastery of the academic content standards tested. California uses five performance standards for its California Standards Tests:

- Advanced performance in relation to the academic content standards tested
- Proficient performance in relation to the academic content standards tested
- Basic performance in relation to the academic content standards tested
- Below Basic performance in relation to the academic content standards tested
- Far-Below Basic performance in relation to the academic content standards tested

The performance standards for each grade and content area are based on scaled scores that range between approximately 200 and 500. The score dividing the basic scores from below-basic is 300 for every grade and content area. The score dividing basic scores from proficient scores is 350 for every grade and content area.

#### ***Quartiles***

- % Scoring Above 75th NPR is the percent of students in this group that scored above where 75% of the students in the national sample scored. If this group looked like the national sample, this number would be 25. A number greater than 25 indicates that the group had scores better than the national sample. A number less than 25 indicates that the group did not do as well as the national sample.
- % Scoring At or Above 50th NPR is the percent of students in this group that scored at or above where 50% of the students in the national sample scored. This is the percentage of students considered as scoring at or above their grade level on this test.
- % Scoring Above 25th NPR is the percent of students in this group that scored above where 25% of the students in the national sample scored. If this group looked like the national sample, this number would be 75.



### **Addressing disparity among subgroups on standardized tests:**

- **English Language Learners** – these students are not performing as well on standardized tests as other subgroups due to the fact that their English skills range from non-English through four levels of limited English and they are taking the tests in English. We are addressing this by providing intervention classes and a strong English as a Second Language program.
- **Hispanic students** – this subgroup includes the largest number of limited English students in our school, as well as, the highest number of economically disadvantaged students, therefore, the reason for the disparity would be the same as for English Language Learners and economically disadvantage students.
- **Filipino** – This subgroup approaches the achievement levels of the English only students. The Filipino population tends to report that their children have been brought up speaking English and not Tagalog or Ilocano. We do see a slight disparity which we attribute to the fact that these students are, in fact, exposed to another language and grammar structure in the home even though they are being raised as “English only” students.
- **Economically Disadvantaged** – It can be seen that these students achieve at a slightly lower level than the non-economically disadvantaged students. We see this as a product of the students’ lack of exposure to enrichment activities, parent’s lack of educational background to support the students, and home-life issues such as poor nutrition and a higher mobility rate. Students are given additional assistance through intervention programs and teacher assistants in the classrooms.
- **Gifted** – Overall, our gifted students score higher on standardized tests. We would expect this to be true due to identified giftedness, high achievement and/or high I.Q. scores. Students are challenged with creative, in-depth and complex assignments.